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Ontario Legislative Assembly

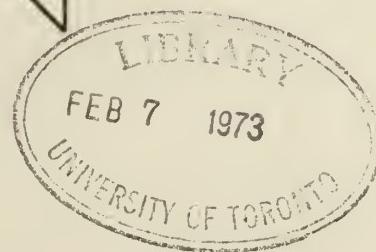
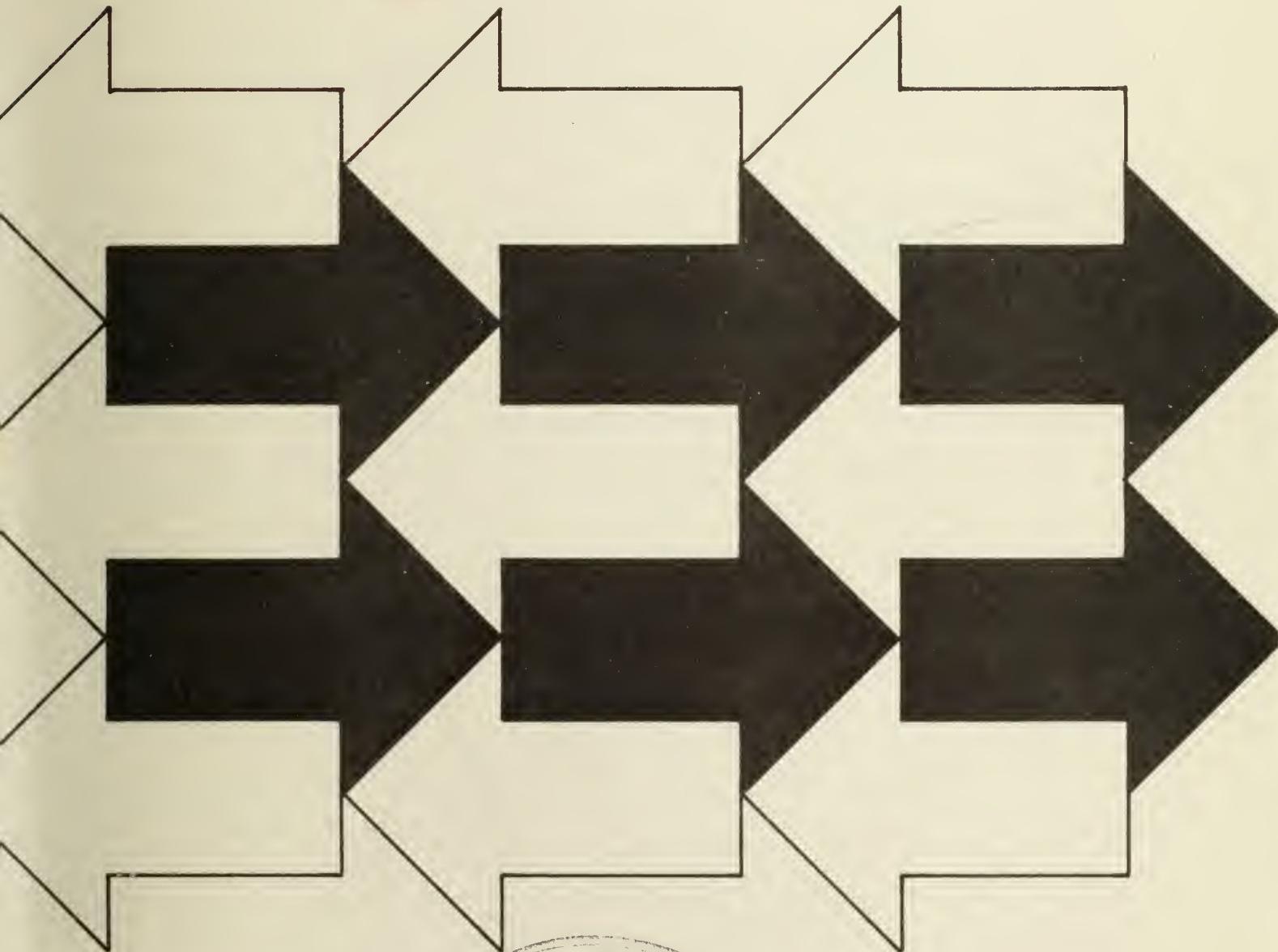
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The Select Committee on the Utilization of Educational Facilities

Interim Report Number Two

General publications 6-47





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The Select Committee on the Utilization of Educational Facilities

Interim Report Number Two

December, 1973





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Letter of Transmittal

To. The Honourable Allan E. Reuter, Speaker of the Legislative Assembly of the Province of Ontario

Sir:

We, the undersigned members of the Committee appointed by the Legislative Assembly of the Province of Ontario, to inquire into the utilization of educational facilities in accordance with the terms of reference established, have the honour to submit the attached second interim report.

Charles E. McIlveen, M.P.P.
Oshawa
Chairman

Dick Beckett, M.P.P.
Brantford

James Foulds, M.P.P.
Port Arthur

Murray Gaunt, M.P.P.
Huron-Bruce

Edward Havrot, M.P.P.
Timiskaming

Donald R. Irvine, M.P.P.
Grenville-Dundas

Floyd Laughren, M.P.P.
Nickel Belt

Lorne Maeck, M.P.P.
Parry Sound

Bernard Newman, M.P.P.
Windsor-Walkerville

John Root, M.P.P.
Wellington-Dufferin

Ossie F. Villeneuve, M.P.P.
Glengarry

Terms of Reference

The Legislative Assembly of the Province of Ontario established on December 17, 1971, a Select Committee of its members to "inquire into the Utilization of Educational Facilities"

The Committee was to be guided by the following Terms of Reference:

1. The Committee should inquire into the potentialities and possibilities for the increased use of educational facilities throughout Ontario at all levels, including post-secondary facilities.
2. Specifically, the Committee should examine such matters as:
 - (i) the wider community use of its educational facilities,
 - (ii) the year-round use of such facilities for educational and/or community programmes, and
 - (iii) ways and means by which the above-mentioned activities could be brought about and emphasized.

Contents

Letter of Transmittal
Terms of Reference
Appointment of Members
Acknowledgements
The Committee's Procedures

The Committee's Report:

- An Approach to Year-round Use**
 - Continuous Academic Year Plans
 - Reorganization and Rescheduling
 - The Extended School Year
- List of Recommendations**
- Appendices**
 - A Submissions Received in Response to Interim Report Number One.
 - B Visits and Meetings since June 19, 1973.
 - C Enrolments in Schools in Ontario: Graphical Representation.
 - D A New School Year Plan for Ontario.

Appointment of Members

Present Membership

Charles E. McIlveen, M.P.P. Oshawa	Member, appointed December 17, 1971 Chairman, since July 1, 1972
Dick Beckett, M.P.P. Brantford	Member, appointed December 17, 1971
James Foulds, M.P.P. Port Arthur	Member, appointed December 17, 1971
Murray Gaunt, M.P.P. Huron-Bruce	Member, appointed December 17, 1971
Edward Havrot, M.P.P. Timiskaming	Member, appointed June 30, 1972
Donald R. Irvine, M.P.P. Grenville-Dundas	Member appointed December 7, 1972
Floyd Laughren, M.P.P. Nickel Belt	Member, appointed December 17, 1971
Lorne Maeck, M.P.P. Parry Sound	Member, appointed June 30, 1972
Bernard Newman, M.P.P. Windsor-Walkerville	Member, appointed December 17, 1971
John Root, M.P.P. Wellington-Dufferin	Member, appointed December 7, 1972
Ossie F. Villeneuve, M.P.P. Glengarry	Member, appointed December 7, 1972

Former Members

John R. Smith, M.P.P. Hamilton Mountain	Chairman, December 17, 1971 to June 30, 1972 Member, July 1, 1972 to December 7, 1972
Margaret Birch, M.P.P. Scarborough East	Member, December 17, 1971 to December 7, 1972
Lorne C. Henderson, M.P.P. Lambton	Member, appointed December 17, 1971 to June 30, 1972
James Jessiman, M.P.P. Fort William	Member, appointed December 17, 1971 to June 30, 1972
Jack McNie, M.P.P. Hamilton West	Member, appointed December 17, 1971 to December 7, 1972

Acknowledgements

As we did in our first interim report, we must express our appreciation for the interest in the work of the committee shown by so many citizens of Ontario. We would also like to acknowledge the advice and information provided by a number of officials in the Ontario Ministry of Education on the question of year-round use of educational facilities.

The Committee has again been well served in the preparation of this second report by our support staff. We acknowledge the on-going support of Alex McFedries as Clerk of Committee, Barbara Coulas as Committee Co-ordinator, Katharine Bladen as Research Director, Thomas Liban as Research Officer, and Esme MacDonald as Secretary. We must also acknowledge the research contributions to the second report of Anita Leung, Wendy Horenblas, Donald R. Brown and Barbara Munro, and the support of David Callfas who served as Clerk of Committee until October 1973.

The Committee's Procedures

When our committee was established in December 1971, we were instructed to examine the utilization of educational facilities throughout Ontario at all levels of education. In order to obtain the widest possible cross-section of public and professional opinion, we initiated our inquiry by advertising the committee's existence in newspapers across the province and asking for briefs relating to the subjects of inquiry.

During our first meetings in February 1972, officials of both the Ministry of Education and the Ministry of Colleges and Universities provided us with invaluable background material as well as generous offers of assistance. We subsequently heard briefs and presentations at public meetings and hearings held in 30 centres across Ontario.

Many of the briefs submitted to the Committee indicated wide public interest in increasing the use of school facilities by the community. In our first interim report, which was presented to the Legislative Assembly on June 19, 1973, we addressed ourselves to that question. But, we found that this issue involved something more than just "community use of schools". In order to achieve substantially increased use of schools by a wider community, there appeared to be a very real need to break down the isolation of schools from community life. Our solution was to propose a system of community co-ordination, based on the need for community involvement and participation in the decision-making processes affecting local communities and their resources, as the means of increasing the use of schools as community facilities.

In this second interim report we are concerned with the issues surrounding the question of year-round use of educational facilities. We have received some indication of public interest through the briefs submitted to the committee. To prepare this report, we have coupled the ideas and suggestions made in these submissions with information gathered from a wide range of background literature. In particular, we have studied the following reports which relate specifically to the Canadian and Ontario contexts:

- * *A Choice of Futures*. Report of the Commission on Educational Planning, Province of Alberta, 1971.
- * *A Comparative Analysis of University Calendar Systems*. A brief by the Council of Ontario Universities to the Ontario Committee on University Affairs, October 1971.
- * *The Extended School Year*. Torsten H. Schmid. Educational Research Institute of B.C., June 1971.
- * *Interim Report Number Two*. The Committee on the Costs of Education, Ontario 1972.
- * *Organization of the Academic Year*. A Study prepared for the Commission on Post-Secondary Education in Ontario, December 1971.
- * *Report of the Committee on Continuous School Year*. School District # 37, Delta, B.C., September 1971.
- * *Report of the Committee on Year-Round Use of Schools*. Ministry of Education, Province of Ontario, November 1972.
- * *Report of the Task Force on the School Year*. Ministry of Education, Province of Ontario, September 1972.
- * *Rescheduling The School Year*. Terence R. MacKague and Glen H. Penner, Saskatoon, January 1971.

- *School Year Modification Study.* Dr. Melvin R. Fenske. Department of Education, Alberta. July 1971.
- *245 Days: Report of the Extended School Year Committee.* Ontario Secondary School Teachers' Federation. Toronto 1972.

When we defined the scope of our inquiry, we chose to accept a broad interpretation for education. Two developments seemed to be basic to educational process: education must be seen as a life-long pursuit, and education is not confined to the facilities traditionally designated as educational. We are therefore, concerned with all phases of education and all types of educational programs: the term "educational facilities" must include all places where education is being, and can be pursued.

In a subsequent report, therefore, we intend to consider the development of an open educational system which would incorporate all the educational resources of museums, libraries, schools, community colleges, performing and visual arts organizations, universities, recreation agencies, the media and the community itself. Using this context, we plan to extend our examination of the use of the facilities available for all phases of education in relation to community needs.

We expressed the hope in our first interim report, that individuals as citizens and taxpayers, and members of private organizations and public agencies would communicate their reactions to the ideas we were presenting. We have received substantial indication of interest in, and concern for, our report and over the last few months we have endeavoured to meet with people across the province to discuss our findings.

(*Appendix A contains a list of individuals and organizations who have submitted their reactions to the first interim report.*

Appendix B contains a list of visits and meetings undertaken by the committee since the presentation of the first interim report.

A full list of those who submitted or presented briefs to the committee before June 1972 and of the visits of the committee is included in the first interim report.)

We wish to repeat our invitation asking for reactions, feelings, ideas and suggestions in response to both our first and our second interim reports.

These should be sent to:

**The Select Committee on the Utilization of Educational Facilities,
Room SE 558, Mowat Block,
Parliament Buildings,
Toronto, Ontario
M7A 1N3**

The Committee's Report:
 An Approach to Year-Round Use.

What is meant by year-round use of educational facilities? At first glance, the answer to this question seems simple enough: school buildings, university campuses and community college facilities should be utilized year-round for continuous, formal education programs, on the basis of twelve months as opposed to the present eight or ten months. Certainly this is a very important part of the discussion of year-round use but our terms of reference ask us to consider year-round use for community, as well as educational, programs.

In our first interim report, we recommended the adoption of a system of community education to provide the context for increased utilization of educational facilities in Ontario.

We defined community education in terms of a system of education in which everything affecting the well-being of all community members is of concern. The entire community is served through community education by bringing community resources to bear on community problems. The role of education is, thereby, extended from the traditional one of only teaching young people in a formal setting, to helping to provide for the educational needs of all community members. In the context of community education, the school and its resources should become more effective in serving the community.

Community education is particularly relevant to the problem of year-round use of schools. At the present time in Ontario, educational use of schools is limited to specified times of the day and year. Community use of school facilities, as a result, tends to be similarly limited. Community education breaks down the distinction between community activities and educational activities, and recognizes that learning needs cannot be so specifically scheduled. Community education emphasizes that the opportunity for learning should be available to people at all times. This certainly involves the operation of schools on a twelve-month basis.

In our first interim report, we recognized that, because schools have been defined in terms of formal schooling only, their operation has been defined in terms of the traditional school term, school week and school day. We rejected such a definition and suggested that the costs of operating and maintaining schools must be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks a year, that is, on a full-time year-round basis. We also suggested that the rental or user fees now being charged by the majority of school boards in Ontario for community use are inappropriate. Our first recommendation in that report dealt with the financial issue but it was not specifically related to the need for year-round operation or to the need to eliminate fees and charges for community use at any point in the year. As our first recommendation in this report, we have chosen to repeat and extend that recommendation.

* * *

Recommendation 1

The present distinction made between normal operating costs and community use costs for schools should be eliminated.

Recommendation 2

The total costs of school plant operation should be classified as extraordinary expenditure and made eligible for provincial grants in the ***General Legislative Grants for Elementary and Secondary School Boards***. The costs of school plant operation should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks of the year.

Recommendation 3

School boards should discontinue the practice of charging rental or user fees for non-profit program or activities taking place in school facilities.

* * *

To reinforce our interest in community education as means of achieving increased and wider community utilization of schools and of promoting year-round use, we repeat another recommendation from our first interim report.

Recommendation 4

The Government of Ontario, through the Provincial Secretary of Social Development, should adopt a system of community education which will integrate educational and community resources including facilities to meet a wider range of community needs than just formal education of young people.

* * *

In community education, everyone in the community, not just the professional experts, helps to identify common needs and interests. The whole community also becomes involved in developing the resources and programs to fulfill those needs. The decision-making process thus becomes a fundamental issue in the allocation and use of resources and, therefore, in any efforts to increase the utilization of educational facilities and to achieve year-round use.

In our first interim report, we suggested that community involvement will be essential to achieve increased utilization of educational facilities. We defined "community involvement" in terms of each community having the power to influence the decision-making process through the determination of its own needs and how those needs can best be served. We pointed out

the very real need for expanded opportunities in Ontario for community involvement and participation in the provision of community services, including education

The question of whether year-round formal education programs should be instituted in Ontario is central to any discussion of year-round use. In our opinion, this question presents an excellent opportunity for community involvement which has yet to be encouraged and developed.

We find that the question of year-round educational programs has not received the attention of the public in any extensive or useful way in Ontario. While considerable discussion of year-round programs has been undertaken by educational authorities at all levels, little effort seems to have been made to bring the question of year-round use to informed public discussion. We have therefore chosen, in the remainder of this second interim report to examine a number of the problems, alternatives and opportunities involved in year-round educational programs, thereby presenting at least part of the information that is needed to provide a basis for public discussion.

In addition, we intend to suggest that the system of community co-ordination, proposed in our first interim report, could provide a very effective means of promoting not only public discussion and understanding of year-round educational programs, but possibly implementation as well.

The Committee's Report:
 Education Programs on a Year-round Basis

Our first step in examining the question of year-round educational programs is to consider the formal education programs currently provided in Ontario. At the present time, the majority of educational authorities think in terms of the provision of "summer school" courses. Most universities offer a wide range of summer courses through the operation of an "intersessional" term in May and June and a "summer" session in July and August. A few elementary schools have been made available for special enrichment or recreational programs. Summer courses are also available on a limited basis in some of the secondary schools. These programs, which are almost always considered quite separate from the programs of the regular academic year, do not constitute, in our view, a full-scale year-round educational program. The definition of the academic year, that is, the yearly schedule set out in the legislation which determines the attendance of students and the provision of the regular, formal programs across the Province, appears to be a basic limiting factor.

The current length and schedule of the academic year in Ontario's schools, colleges and universities are apparently determined purely on the basis of custom. The traditional academic year in our schools extends from early September to late June and includes as near as possible 200 teaching or instructional days. In our colleges and universities, the traditional length of the academic year is usually somewhat shorter, lasting from mid-September to early May. In both cases, a vacation at Christmas, a mid-winter break and the usual statutory holidays are provided for, as well as the traditional break from study, of several months duration, in the summer.

A number of assumptions underlie the continuing acceptance of the traditional academic year:

- the present schedule is about as good as can be;
- students should all be attending at the same time and on the same schedule;
- teachers should all be expected to teach the same number of days;
- a break from study during the summer is essential.

These fundamental features of the traditional academic year are now being challenged. We must realize that:

- education is a continuing affair rather than something which begins in September and ends in June;
- not having all students in school at one time may allow the development of improved methods of instruction;
- different contract periods of different lengths may be advantageous and thus desirable for teachers;
- vacation and travel opportunities for families are not limited to the summer months;
- student employment opportunities may be improved if students are available for employment at times other than during the summer months.

Recognition of these opportunities, coupled with pressures to increase the use of facilities, has led educational authorities at all levels to consider a range of modifications to the length, schedule and organization of the academic year.

In any consideration of possible modifications to the traditional academic year, it is important to be aware of the various motives which may lead an educational institution to accept or promote changes in the existing patterns of operation.

These motives may be economic:

- To increase the use made of existing facilities.
- To avoid the building of new facilities.
- To shorten the length of time a student has to spend in the formal education system.

The motives may be social:

- To meet the social, cultural and leisure needs of young people;
- To accommodate changing life styles;
- To improve teacher status and morale.

The motives may be educational:

- To provide remedial programs;
- To improve the quality of education;
- To develop more flexibility in education;
- To allow for student acceleration or deceleration.

Whatever the reasons for changes in the traditional pattern used for the operation of formal education programs, we would like to emphasize the need to relate these reasons to two basic issues. These are the continuing relevance of present school-year schedules to changing and emerging patterns for work, leisure and education in Ontario, and the question of how the educational needs of a local community can best be met. For the purposes of this report, we have chosen in examining the question of modification to the traditional academic year to concentrate on three subject areas:

- Continuous Academic Year Plans
- Reorganization and Rescheduling
- The Extended School Year

Many of the issues, involved in the modification of the academic year, are pertinent to all levels of formal education. We would prefer to refrain from making a distinction between the educational programs of the elementary and secondary school phases and those of post-secondary education. We find, however, that a number of questions tend to centre on specific phases so that distinctions are necessary. In these cases, the terms "school year", "college year" or "university year" are used rather than the general term "academic year".

Continuous Academic Year Plans

Considerable thought has been given, in a number of jurisdictions throughout Canada, to the operation of continuous academic year plans, in which the facilities are used on a year-round basis for the regular formal educational program. Perhaps the best known are the Cycled Four-Quarter Plan and the staggered 45-15 Quarter Plan, both of which provide a straight-forward method of assigning students so that plant, equipment and personnel are not idle for one quarter of the year and the total number of students attending can be increased by an additional third of the present enrolment.

Continuous Academic Year Plans:

■ Cycled Four-Quarter Academic Year Plan

The student population is divided into four equal groups, usually on an area or neighbourhood basis, so that children from the same family are placed in the same group. The academic year is divided into four quarters; each student group attends on a continuous basis during three of the four quarters and has a vacation in the remaining quarter. The length of each term is generally 55 or 60 days. At any given time of the calendar year $3/4$ of the students are in school and $1/4$ are on vacation. The operation of the plan can be illustrated as follows:

Pupil Group	Attendance Quarters			
	Fall	Winter	Spring	Summer
Group A	IN SCHOOL	IN SCHOOL	IN SCHOOL	VACATION
Group B	VACATION	IN SCHOOL	IN SCHOOL	IN SCHOOL
Group C	IN SCHOOL	VACATION	IN SCHOOL	IN SCHOOL
Group D	IN SCHOOL	IN SCHOOL	VACATION	IN SCHOOL

One disadvantage of the Four-Quarter Academic Year plan is the unpopularity of a lengthy winter or spring vacation on a repeated basis from year to year. A variation of this plan, the staggered "45-15 Continuous Academic Year Plan", which is in operation in Valley View, Illinois and which has been the subject of serious examination in Delta, British Columbia, overcomes the problem of inflexible vacations.

■ Staggered 45-15 Continuous Academic Year Plan

The student population is again divided into four groups. The calendar year for each group is divided into periods of 45 school days and 15 days of vacation. At any given time of the calendar, $3/4$ of the pupils are in school and $1/4$ are on vacation. Teachers and classroom space are then scheduled to correspond with pupils for grade level and department. The length of the school year for each pupil is 180 days (36 weeks at school, 12 weeks at home plus an extra 4 weeks which account for common Christmas and mid-summer breaks). The pattern of attendance can be illustrated by the following:

Pupil Group	Number of Weeks																
	0	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48
Group A																	
Group B																	
Group C																	
Group D																	



Continuous Academic Year Plans obviously achieve the operation of facilities on a year-round basis for educational programs. There are a number of points to make about these programs, however. Implementation of a Continuous Academic Year Plan is almost invariably undertaken for financial reasons and as a result of rapid annual enrolment increases. Savings on capital expenditures can be achieved in terms of both building and land costs and interest payments, as well as operating costs. On the other hand, the costs of operating existing facilities will increase in terms of maintenance and repair, teaching and administrative personnel, increased length of operation and possibly the need for air conditioning. The main factor in achieving real savings is the presence of rapid enrolment growth in the area to be served.

The increased costs of operation can be spread over more pupils; there is a lower per pupil cost overall. This was the situation in Delta, a rapidly growing suburban community that is located south of the city of Vancouver in British Columbia.

In Ontario we seem to be experiencing a period of falling enrolments at all levels of formal education. From 1961 to 1970, we saw steady increases in enrolment throughout the Province and underwent a continuous building program for the provision of adequate educational facilities to meet the rapidly rising enrolments. The year 1971, however, saw the end to increases in elementary school enrolment. The total number of pupils dropped from 1970.

(Appendix C contains graphs illustrating projected school enrolment patterns based on forecasts provided in the Interim Report Number Two of the Committee on the Costs of Education.)

Projections now suggest that the number of pupils enrolled in elementary schools will continue to decrease over the next 5 years, while the number of students enrolled in secondary schools is expected to continue to increase to 1978. After 1978, secondary school enrolments are expected to drop. At the same time, our community colleges and universities are experiencing fluctuating enrolments, although the reasons for this would appear to be somewhat different. School enrolments can be very closely related to such population factors as birth

rates and immigration policies. In post-secondary education, participation will also be related to changing social values and employment trends. In any case, on an aggregate basis, the Province has seen, and will continue to see over the next decade, a surplus of school facilities. The economic impetus to consider continuous year plans does not arise for educational authorities in Ontario, except perhaps in two or three areas which are still experiencing rapid population growth: the Ottawa region and some new suburban communities east and west of Metropolitan Toronto. The relevance of these plans to Ontario is therefore not very great in economic terms and we would prefer to see secondary consideration given to these motives.

It should be stressed that the Continuous Academic Year Plans will only result in cost savings when the patterns of student attendance are made compulsory. Once a student enters such a system, he must attend according to the patterns set for his group. The system thus remains highly inflexible in responding to differences in life-styles and to the constantly changing learning needs on the part of students. The Continuous Academic Year Plans, which are based on compulsory attendance would increase the utilization of the facilities but they would probably result in a decreased availability of educational programs.

A set of generally accepted criteria for defining year-round educational programs are outlined in the study, *The Organization of the Academic Year*, which was prepared for the Commission on Post-Secondary Education in Ontario:

- More than one entry date in a year will be available for the beginning student.
- A full enough roster of courses is given in each term so that all students can make a full term's progress in their programs.
- Students can continue for any number of consecutive terms or drop out for one or more terms. At the same time, planning is made for full utilization of staff and facilities for all terms.

- Faculty will have a rotating system of leaves which allows them at least one term per year for study, travel, research or child birth

Very few, if any, Continuous Academic Year Plans can actually meet these criteria. In our view therefore, these plans do not constitute an adequate approach to year-round educational programs. We recognize that there are cost factors involved that inhibit the institution of full year-round educational programs in which flexibility of participation for students and faculty is a major characteristic. Nevertheless, we feel that the costs involved must be weighed against the benefits that might result.

* * *

Recommendation 5

Any decision to adopt a Continuous Academic Year Plan for educational programs in Ontario's schools, colleges and universities should be made on the basis of increased educational, social and cultural opportunities and not solely on the basis of economic savings.

* * *

We recognize that there may be a few areas in the Province where rapid population growth could place overwhelming financial pressures on a school board to adopt a Continuous Academic Year Plan. We are aware of a number of alternative solutions to the problem of accommodating increasing numbers of students in the limited existing facilities: the bussing of students to other schools (or other jurisdictions), the use of portables on existing sites, the institution of a double shift system, or the rental on a temporary (or permanent) basis of other quarters are possible alternatives. Our concern is to ensure that the people who will be directly affected are included in the decision as to which alternative or set of alternatives is most suitable for their community. We must emphasize, at

this point, that the ability of a community to participate in the decision-making process is totally dependent on its direct access to full information concerning all possible solutions.

Recommendation 6

In the event that adoption of a year-round academic program is being considered by a school board as a means of coping with rapidly increasing enrolments or with a lack of adequate facilities, the school board should take steps to ensure that the local community is fully informed of all the alternatives and their implications. The local community should be directly involved in the process of deciding which is the best solution.

* * *

□ Reorganization and Rescheduling

Many people may ask, if the problem is not a matter of economics, why bother about rescheduling or reorganizing the school year? They may wonder, if there are no problems, why things can't just be left the way they are. They may question what can be accomplished by change.

Since our task is to consider how to increase the utilization of educational facilities, particularly on a year-round basis, we must be concerned with change. Year-round educational programs have often been promoted by government officials, by a number of our political colleagues and by members of the general public as an excellent means of achieving better utilization of educational resources, including facilities. We have already rejected the institution of such programs for reasons of economic expediency; we feel that the reasons must be related to the quality of the learning experience. The problem is, therefore, to consider how rescheduling or reorganizing the academic year to provide for year-round educational programs could result in increased or improved opportunities for education.

First, let us look at the traditional method of running an academic year.

Traditional Academic Year Plan

The traditional academic year allowed for entry at only one time during the year, at the beginning of September, with only one exit point in June. Examinations were written at the end of the year so that the decision for a student's passing or failing the total year's work was made in June.

In administrative terms, the traditional academic year provided a very neat and easy arrangement. In educational terms, however, there were a number of short-comings. This system did not really allow for the continuous progress of all students. Student weaknesses in one or two areas would result in repetition of a whole year's work regardless of achievement in other areas of the curriculum. Passing or failing thus became a very significant and stressful factor for the student. In addition, the traditional academic year, in marking out the months from September to June for the calendar year, seemed to suggest that the summer months were unsuitable for education.

The traditional academic year not only limited the availability of educational opportunities on a year-round basis but presented a very inflexible means of providing educational programs and placed inordinate importance on standardization in the educational process.

Efforts have been made in Ontario, as elsewhere, to overcome some of the shortcomings and limitations of the traditional academic year. These efforts are particularly noticeable in the elementary school program which tends to emphasize continuous and non-graded progress and individualized learning. The introduction of a credit system, "H.S.1", for the secondary school program is certainly another step forward, even though the traditional calendar year still provides the basic framework. In post-secondary education, concern over the need to change from the traditional academic framework is less evident. Numerous summer educational and recreational programs are

offered but they are seldom integrated with the normal academic programs. The ideas of continuity in learning, of individualized learning and of flexibility in the availability of educational opportunities seem too often to be ignored.

Numerous alternative plans for organizing the academic year within the framework of the traditional calendar year have been devised by educational authorities to overcome the disadvantages of the traditional structure. Most of these plans are based on semestering which divides the academic year into a number of equal parts or terms, called semesters. In a semester system, individual subjects are taught on a unit basis so that enrolment and examination are required in each term. The semester plan has the advantage of more flexibility in curriculum choices and the opportunity to correct a failure in one subject without having to repeat a whole year.

The Traditional Academic Year: Alternative Organization

■ The Traditional Semester Plan

The traditional or normal semester plan divides the academic year into two approximately equal halves. The first semester would extend from early September to the end of January, with an intervening Christmas break. The second semester would then start at the beginning of February and last until the end of June. By doubling the time spent each day or week on a subject, the same credits could be awarded for one semester's work as would traditionally be given for a whole year's work.

■ The Traditional Trimester Plan

In a trimester arrangement, the traditional academic year is divided into three approximately equal periods: the first semester lasting from early September to early December; the second semester lasting from early December to the third week in March, with the Christmas break intervening; the third semester lasting from the third week in March to the end of June. By tripling the amount of time spent each day or week on a particular subject, the same credits could be awarded for one trimester's work as would traditionally be given for a whole year's work.

A number of schools across Ontario are operating on a variety of semester or trimester plans within the framework of the traditional academic year for schools outlined by provincial regulations.

In both these plans the intervention of the Christmas break in the middle of one semester has been criticized.

Many other alternative plans for the reorganization of the traditional academic year have been proposed and carried out. Some of these are simple variations of the semester plan, emphasizing the division of the academic year into a number of equal parts and the provision of more than one entry and one exit point in the system. Others are less dependent on the organization of the year into semesters of one sort or another. They tend to emphasize the revision of curriculum into a modular system which will allow each student to progress in each subject at his own rate. They may also emphasize the need for flexibility in the size and type of modules to fit different subjects and courses.

We do not intend to recommend the adoption of any particular plan for educational institutions in Ontario. Indeed, we feel that any decision to reorganize the academic year must be made at the local community level.

* * *

Recommendation 7

The Government of Ontario should refrain from designating any specific or standardized plan for the reorganization or rescheduling of the academic year on a province-wide basis. Any decision to modify the present patterns of operation should be made by the local community in conjunction with the local government authorities.

* * *

While we do not believe in any one plan for reorganization or rescheduling the academic year on a province-wide, standardized basis, we do believe that the Province should work towards a year-round educational system. The question in our mind, however, is how to increase flexibility and availability of educational opportunities rather than how to increase year-round use of educational facilities. An educational system which deals with units of study and continuous progress seems to offer opportunities for much greater flexibility and accessibility to education for a much wider range of students. We believe that this approach also offers great potential for the development of year-round educational programs and for increased use of educational facilities on a year-round basis.

At the same time, we must recognize that part of the problem of increasing the availability of educational opportunities involves the problem of mobility: the ability on the part of a student to move easily from one jurisdiction to another, from one institution to another or from one phase of education to another. There is a danger, if each local community is given the opportunity to define the academic year for its educational institutions solely in accordance with local needs and interests, that easy and flexible movement through the educational system for individual students would be hindered. The Divided Year Plan, which involves some rescheduling of the traditional Academic Year, seems to provide a solution to this problem.

The Traditional Academic Year: An Alternative Schedule

■ The Divided Academic Year Plan

The Divided Academic Year Plan is basically a semester-type organization of the year which uses the Christmas vacation as the break period between two approximately equal instructional periods.

The first term would begin in August and extends to the Christmas vacation period in December. Final examinations for the first term occur prior to the Christmas break. The second term then extends from

early January to the end of May. In each term, provision is made for a one-week mid-term break.

This plan has been adopted in Lethbridge, Alberta. In their school system, however, the first term has been shortened in length so that it starts during the last week in August. To equalize the instructional time provided in each term, the length of the normal school day is extended during the first term.

In examining a wide range of plans for the organization and scheduling the academic year for our formal education institutions, we find one common characteristic: a Christmas break followed by re-entry right at the beginning of the new year. Following the lead of Alberta's Commission on Educational Planning, we feel that very serious consideration should be given to the idea of legislating a common entry point for all levels of formal education following a Christmas break. A general time-frame could thereby be applied to all phases of education. Within this constraint, any number of different plans for reorganization and rescheduling of the traditional academic year would be possible to meet locally defined community needs.

We recognize, however, that such a move could result in substantial changes in the present approach to planning for formal education. While we see the occasion for change as an opportunity for innovation and improvement in education, we believe that substantial adjustments in provincial funding arrangements will be a guiding influence. Indeed, we were disappointed, in examining the various reports that have been prepared over the last few years in Ontario on the subject of reorganization and rescheduling the academic year, to find that the influence of Provincial Grant systems for all phases of education on the potential for change has been almost entirely ignored. This remains an area for future study.

The Extended School Year:

Extending the length of the academic year for schools has been a frequent matter for discussion among educational authorities

over the past decade. While part of the impetus for this has been economic in terms of achieving increased use of existing facilities, accommodating more students and allowing for student acceleration, there have also been substantial educational and social reasons for such a consideration. Increased time in school would make it possible to offer enrichment programs to those who want them and remedial programs to those who need them. Shorter vacation breaks, presumably at more frequent intervals, would result in better knowledge retention by students. Students' course loads may be lightened by spreading the same courses over a longer period.

We must note however that, while there are perhaps 245 possible teaching days in a year, if weekends and holidays are excluded and summer months are included, it is generally agreed that 200 or 210 days is the maximum school year length that will be accepted by the public at the present time. In Ontario, there would only be a five percent increase in teaching time in moving from approximately 200 to 210 school days. The educational gains could not be expected to be very substantial.

On the other hand, we find that there have been a variety of pressures to shorten the length of the academic year in Ontario. Some educators would suggest that young people spend too much time in school already. Indeed, the idea of dropping Grade 13 seems now to be almost a foregone conclusion. In addition, each year in June, there have been efforts to move forward the closing date for elementary schools. The last few days of school are often considered as "baby-sitting" days or waste days, days for which the curriculum has already been completed. Teachers and students are expected, apparently, to remain in school simply in order to ensure that the full Provincial grants are received. The equation of education with attendance, and therefore money, an equation that is basic to the present grant system in Ontario, thus results in a most absurd situation.

In response to the pressures to resolve the question of school closing dates, the Ontario Department of Education in 1971, set up a Task Force on the School Year to examine the issues involved. The Task Force concluded that to maintain a singularly and uniformly defined school year for the total age range of

students is unrealistic. The Task Force also pointed out the increasing need of teachers for time within the normal school year for evaluation procedures and for the development of new curricula.

Accepting the traditional academic year as still the predominant and most acceptable pattern for schooling, the Task Force recommended that the school year be defined within the calendar year as 200 days, of which a minimum of 185 school days would be designated "instructional" days, days for which learning programs would be provided for *all* students. The school year could be more than 200 days but the extra time would not be eligible for extra grants based on attendance for the normal 200 day school year. Responsibility for determining the pattern of attendance would be defined by the local school board.

The Ontario Ministry of Education has now set a new policy for defining the academic year for schools. Beginning with the present (1973-74) school year, school boards have been given somewhat more flexibility in establishing their school year calendar.

(Memorandum "1972-73.23" from the Ministry of Education, Ontario which outlined the New School Year Policy, along with several supporting documents, is reproduced in Appendix D.)

On the basis of a set of proposed alternative plans, outlined by the Ministry, the school boards were to have prepared by April 1973, their school year calendar for this year. Three alternative plans were offered:

a. The Modified School Year Plan.

Opening and closing dates for elementary and secondary schools will be those presently determined by the legislation. The 1973-74 school year will consist of 197 school days of which a minimum of 185 will be instructional days. Up to 12 days can be designated as professional activity days, days set aside for purposes of evaluation, parent and student counseling, curriculum development and staff development. All school holidays will be the same as usual except that a mid-winter

break of 5 consecutive days may be located at any time during the January to June period.

b. Experimental School Year Plan.

For school boards wishing to move beyond the Modified School Year Plan. A set of procedural guidelines were presented by the Ministry. (*See Appendix D.*) Ministry approval would be necessary for implementation.

c. The Traditional School Plan.

No changes from the present school year calendar would be made. Thus, no extra days would be set aside for professional activities. The 197 days would be instructional days.

The result of this New School Year Policy was that *all* school boards chose the Modified Plan for *all* their schools. The school year in Ontario has been effectively shortened to 185 days. The question of school year extension has been relegated to deliberations over the provision of special summer school programs.

There are several comments to make about the means of instituting the New School Year Policy. The brevity of time allotted to school boards for the preparation of their 1973-74 school year calendars, under the new conditions (the policy was enunciated in February; the school board proposals were apparently due at the end of April) almost certainly accounts for the unanimous response in favour of the Modified School Year Plan, a choice that we believe is somewhat arbitrary. While community and professional involvement were stressed by the Ministry as essential to the planning process for the school year schedule, we find that little publicity of the change in policy outside the administrative groups was undertaken by either the Ministry of Education or the school boards.

We regret the lack of public discussion about the potential of altered school year scheduling. Indeed, the decisions taken were made with almost no reference to the local communities and their needs. We find that the few school boards who endeavoured to get community participation simply held one or two formal public meetings on the subject. We feel that the

process of determination of the academic year for a school must provide a much better information exchange and allow much greater participation by the community than either the Ministry of Education or the school boards seem to consider adequate. In addition, a much greater time period for planning would seem to be needed for the development of changes in the academic year for schools.

Any change in the length and schedule of the academic year holds major implications for pupils, their parents, the teaching and administrative staffs and their families, both private and public organizations and agencies, and the general community.

We would like to point out the very real role that should be played by the community in defining the calendar for the school year now that the Modified School Year Plan has been adopted by every school board in the Province. Indeed, we would like to see the Minister of Education encourage school boards to promote more community participation in the plans set out for this year's designated "professional activity days" in each school.

In our first interim report, we stressed the need to encourage the development of local community involvement and participation in the decision-making processes related to the allocation and use of community resources and in the implementation of programs to meet local community needs. We suggested a mechanism for community co-ordination as the means of achieving wider community involvement and participation, and as a result, increased utilization of educational and community facilities. Local area Community Action Councils, formed on a voluntary basis, were seen as the essential element in this mechanism. In particular, we suggested that a local Community Action Council should have a very real involvement in the operation of the school.

We now believe that the local community must be involved in determining for its schools which days during the year are to be set aside for "professional activities" under the Modified School Year Plan, or any other plan. Indeed, we would prefer

to see these days referred to as "professional and community activity days".

We are aware of the extra time which will be needed by the school principal and his staff (teaching, custodial and administrative) when community involvement is accepted as the normal procedure in the operation of a school. The provision of up to twelve days for professional activities presents, it seems to us, an ideal opportunity for the promotion of community participation in the planning and implementation of school programs. Our reason for making such a suggestion stems from an evident need to strengthen the school's ability to deal with the large number of problems which confront its personnel, problems that are usually social, cultural and economic in nature, as well as educational.

* * *

Recommendation 8

A community should be allowed to become directly involved in the planning and organization of the academic year for its elementary and secondary schools and in the designation and implementation of such "professional and community activity days" as are to be included in each year's school schedule. This could be most easily achieved through a Community Action Council.

* * *

The Extended School Year: The Summer School Plan

Along with the moves to shorten the length of the regular school year in Ontario, there have been some efforts to extend the school year. Educational programs have been offered, for a four or six week period during July and August, in a limited number of secondary schools.

Three main purposes are usually given for these programs:

- *to help a student pass one or two courses that were missed during the regular school program;*
- *to help a student strengthen basic skills such as reading or mathematics;*
- *to provide a broadened and enriched curriculum for selected students.*

Almost invariably, emphasis has been placed, in summer school programs, on the very weak or the very strong student. The courses are not usually made equally available to all students. Summer school programs in academic subjects are, however, very well supported on a regular and generous basis by the provincial grant system.

The continuation of these programs as the easiest means to extend the length of the regular school year has been recommended by the various study committees and task forces that have examined and reported on this issue in Ontario.

The report of the Extended School Year Committee of the Ontario Secondary School Teachers' Federation, 245 Days, outlines the following reasons for favouring the summer school approach:

- *it will have little disturbing impact on the regular school year's operation;*
- *the status quo can be preserved in curriculum, administration and public relations in the community;*
- *it may be more economical in comparison with other plans for extension of the school year;*
- *participation may be voluntary for both the students and the teachers.*

Summer school is considered as a separate entity, quite distinct apparently from the educational programs of the regular school year. The potential, and the possible need, for change in the learning pattern and schedule set up for the regular school year are generally dismissed.

We believe that there is a much greater interest in summer use of educational facilities, particularly schools, than has been suggested by previous reports on the Ontario situation concerning year-round use. Several specific directions in the provision of summer school programs, which particularly interest us, can be outlined:

- much closer integration and continuity of summer educational programs with the regular programs of the academic year.
- increased opportunities for adult and continuing education programs offered during the summer months, particularly in rural and isolated communities.
- the development of enrichment programs at the elementary school level which seek to integrate the educational, recreational, cultural and social aspects of community life.
- the carryover of the informal, relaxed approach to education and learning, which has become an important feature of summer school programs, to the programs of the regular academic year.
- increased emphasis on the development of exchange programs for education in Ontario: exchanges among communities in different parts of the province but also exchanges among the different educational institutions in a community.

To achieve these, and other, increased opportunities for education, much greater co-ordination of all educational resources in the Province would seem to be called for. It is this problem that we, as a committee, are continuing to examine.

The Committee's Report:
 List of Recommendations.

* * *

Recommendation 1

The present distinction made between normal operating costs and community use costs for schools should be eliminated.

* * *

Recommendation 2

The total costs of school plant operating should be classified as extraordinary expenditure and made eligible for provincial grants in the ***General Legislative Grants for Elementary and Secondary School Boards***. The costs of school plant operation should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks of the year.

* * *

Recommendation 3

School boards should discontinue the practice of charging rental or user fees for non-profit programs or activities taking place in school facilities.

* * *

Recommendation 4

The Government of Ontario, through the Provincial Secretary of Social Development, should adopt a system of community education which will integrate educational and community resources including facilities to meet a wider range of community needs than just formal education of young people.

* * *

Recommendation 5

Any decision to adopt a Continuous Academic Year Plan for educational programs in Ontario's schools, colleges and universities should be made on the basis of increased educational, social and cultural opportunities and not solely on the basis of economic savings.

* * *

Recommendation 6

In the event that adoption of a year-round academic program is being considered by a school board as a means of coping with rapidly increasing enrolments or with a lack of adequate facilities, the school board should take steps to ensure that the local community is fully informed of all the alternatives and their implications. The local community should be directly involved in the process of deciding which is the best solution.

* * *

Recommendation 7

The Government of Ontario should refrain from designating any specific or standardized plan for the reorganization or rescheduling of the academic year on a province-wide basis. Any decision to modify the present patterns of operation should be made by the local community in conjunction with the local government authorities.

* * *

Recommendation 8

A community should be allowed to become directly involved in the planning and organization of the academic year for its elementary and secondary schools and in the designation and implementation of such "professional and community activity days" as are to be included in each year's school schedule. This could be most easily achieved through a Community Action Council.

* * *

The Select Committee on the Utilization of Educational Facilities
Interim Report Number Two

Appendix A

- Submissions received by the Committee in response to Interim Report Number One.

S. James Albert, Director, School of Social Work, Carleton University.

Mrs. Claire Agranove, Toronto, Ontario.

Association of Early Childhood Education of Ontario, Halton Branch.

Association of Early Childhood Education of Ontario, London Branch.

Mrs. D. Ray Bouvier, Toronto, Ontario.

L. G. Bradley, Recreation Director, Ajax, Ontario.

Donald Dowden, Trustee, Brant County Board of Education.

The Board of Education for the Borough of Etobicoke.

Mrs. Kathleen Fay, Ottawa, Ontario

Mike Furlong, Dryden, Ontario.

D. A. Garvie, Mohawk College of Applied Arts and Technology, Hamilton, Ontario.

Geraldton Board of Education.

Roland H. Glendinning, Co-ordinator of Community School Programs, Leeds-Grenville County Board of Education.

Dr. Thomas L. Goodale, School of Physical Education and Recreation, University of Ottawa.

Mr. E. V. Hughes, Scarborough, Ontario.

C. D. Kent, Director, Board of the Lake Erie Regional Library System.

E. A. Ker, Principal, Pelham Secondary School, Fenwick, Ontario.

Kenora Board of Education.

Mrs. Stella Koros, Weston, Ontario.

Lambton County Roman Catholic Separate School Board.
Joseph L. MacMartin, Don Mills, Ontario.

S. G. McLaughlin, M.R.A.I.C., Willowdale, Ontario.

Ontario County Board of Education.

Ontario County Roman Catholic Separate School Board.

Oxford County Roman Catholic Separate School Board

Miss A. C. Pope, R.N., Toronto, Ontario.

Susan Porter, Guelph, Ontario.

Queen Alexandra Community Action Group, Belleville, Ontario.

D. F. Roberts, Sudbury, Ontario.

Mrs. J. D. Robinson, Flesherton, Ontario.

Ted Robinson, Oshawa, Ontario

Scarborough Board of Education.

E. Smeathers, Ottawa, Ontario.

Society of Directors of Municipal Recreation of Ontario.

Mrs. Edra Thompson, Vineland, Ontario.

Board of Education for the City of Toronto.

Mrs. Elizabeth Tremain, Toronto, Ontario.

John L. Wegenast, Co-ordinator of Continuing Education and Community Schools, Frontenac County Board of Education.

Mary E. Welsh, Trustee, Brant County Board of Education, Brantford.

YMCA of Metropolitan Toronto.

The Select Committee on the Utilization of Educational Facilities
Interim Report Number Two

Appendix B

- Visits and Meetings undertaken by the Committee since the presentation of Interim Report Number One, June 19, 1973.

June 27, 1973 Toronto	Meeting with Dr. Alan Thomas, Department of Adult Education, O.I.S.E.
June 28, 1973 Toronto	Meeting with: A. P. Gordon, Assistant Deputy Minister, Ministry of Colleges and Universities. J. M. Johnston, Assistant Deputy Minister, Ministry of Colleges and Universities.
August 14, 1973 Thunder Bay	Visit to Lakehead University. Meeting with: Dr. W. D. R. Eldon, Vice President (Academic). Dr. John Hart, Director of Continuing Education. Mr. B. Mason, Acting Vice President (Administration). Dr. J. H. M. Whitfield, Chairman, Department of Mathematics. Dr. C. A. Jecchinis, Acting Chairman, Economic Department. Dr. M. Richardson, Assistant Professor, Faculty of Education. Dr. G. Vervoort, Assistant Professor, Faculty of Education. Dr. E. R. Zimmerman, Assistant Professor, Department of History. Mr. J. E. Broughton, Director of Physical Services. Mr. Douglas Robson, President, Student Union. Ms. Franklin, Canadian Society of Laboratory Technicians. Mr. R. Armstrong, Canada Manpower.

August 14, 1973 Thunder Bay	Dr. E. R. Zimmerman, President, Lakehead University Faculty Association.
August 14, 1973 Thunder Bay	Meeting to discuss Interim Report Number One with: Iain Angus, Thunder Bay Parks and Recreation Department. James Aris, Trustee, Lakehead Board of Education. W. James Griffis, Business Administrator, Lakehead Board of Education. Andrew Hewitt, Thunder Bay Parks and Recreation Department. Bill Hyder, Region 1, Program Consultant, Ministry of Education. Marlene Lindsay, Sports and Recreation Branch Consultant, Ministry of Community and Social Services. Peter Mutchler, Chief Librarian, Thunder Bay Public Library. Marion Vickruck, Lakehead Social Planning Council.
August 15, 1973 Thunder Bay	Visit to Confederation College of Applied Arts and Technology. Meeting with: Air Vice Marshall D. A. R. Bradshaw, President. Dr. C. M. Johnson, Chairman, Board of Governors. Mr. W. H. Spicer, Vice-Chairman, Board of Governors. Mr. P. R. Cook, Board of Governors. Mr. E. W. Greaves, Assistant to the President. Mr. C. A. Westcott, Dean, Applied Arts Division. Mr. G. N. Polonsky, Chairman, Mathematics and Science. Mr. H. B. Vodden, Chairman, Community Services. Mr. K. E. Cunningham, Director of Student Affairs. Mr. John Ebbs, Area Co-ordinator, Community Education.
August 21, 1973 Saratoga Springs, N.Y.	Visit to Empire State College

August 23, 1973
Toronto

Meeting to discuss Interim Report Number One with:

D. A. Garvie, Mohawk College of Applied Arts and Technology, Hamilton.

Mrs. Shannon Hogan, Community Education Officer, Ministry of Education, Toronto.

Walter Pitman, Dean of Arts and Sciences, Trent University, Peterborough.

September 12, 1973
Ottawa

Visit to Carleton University.

Meeting with:

Dr. Michael Oliver, President.

Mrs. Jan Morgan, Assistant to the President.

Dr. Ross Love, Vice-President (Academic).

Mr. B. Walther.

Mr. J. I. Jackson, Registrar.

Mr. R. A. Brown, Acting Provost of Residences.

Dr. S. J. Albert, Director, School of Social Work.

Mr. N. D. Fenn, Director of Counselling and Health Services.

Professor Arthur Stinson, School of Social Work

September 12, 1973
Ottawa

Meeting with:

Dr. B. Guindon, Bector University of Ottawa

Mr. Allan Gilmore, Vice-President (Academic), University of Ottawa

Dr. M. Chagnon, University of Ottawa

Mr. Joly, Director of Institutional Planning, University of Ottawa

September 12, 1973
Ottawa

Visit to Department of Manpower and Immigration

Meeting with:

Mr. J. P. Lefebvre, Director-General of Manpower Training Branch and colleagues

September 12, 1973
Ottawa

Mr. G. Laframboise, Business Administrator, Carleton Roman Catholic Separate School Board.

Mr. S. J. Berry, Director of Education, Carleton Board of Education.

Mr. T. Moore, Carleton Board of Education.

Mr. Burnett, Carleton Board of Education.

Mr. Hicks, Trustee, Carleton Board of Education.

Mrs. J. Dobell, Chairman, Ottawa Board of Education.

Jacques Faucher, Trustee, Ottawa Board of Education.

Mr. J. H. Burwell, Assistant Superintendent, Ottawa Board of Education.

Mrs. Joan Gawn, Citizen's Committee on Children, Education Section.

Mrs. Doris Morning, Citizen's Committee on Children, Education Section.

Mr. Ed Wilson, Treasurer, Almonte and Area Committee for Continuing Learning.

Mr. John Levy, Almonte and Area Committee for Continuing Learning.

Mr. Lionel Bonnell, President, Gloucester Community Council.

Mrs. Gail Brown, Director, Nepean Parks and Recreation.

Mr. Gordon Wells, Sports and Recreation Consultant, Ottawa Region, Ministry of Community and Social Services.

Mr. John Zauhar, Department of Recrealogie, University of Ottawa.

Mr. Allan Clarke, Co-ordinator of Community Development, Algonquin College of Applied Arts and Technology.

September 13, 1973
Ottawa

Visit to Algonquin College of Applied Arts and Technology

Meeting with:

Dr. Laurent Isabelle, President.

Mr. J. Donnelly, Vice-President, Administration.

Mr. C. J. McCaffray, Vice-President, Academic.

Mr. Bob Lyle, Director of Planning.

Mr. Alan Clarke, Co-ordinator of Community Development.

Mr. Jim McLaughlin, Director, Community Service Studies Program

Ms. Lynne Pearson, Instructor, Community Development Program.

Ms. Sandra Shorter, Librarian for Continuing Education.

Mr. F. G. B. Maskell, Mathematics Department.

Miss Anne Wells, C.S.A.O.

Director of Student Services.

Students in the Community Development Diploma Program.

September 18, 1973
London

Visit to Crouch Area Resource Centre.

Meeting to discuss Interim Report Number One with:

Mr. Larry Mellen, Chairman, London and Middlesex R.C.S.S. Board.

Mr. Stu Woods, Trustee, London and Middlesex R.C.S.S. Board.

Mr. Ken Regan, Superintendent of Separate Schools, London and Middlesex R.C.S.S. Board

Mr. Bob O'Neill, Superintendent of Development, London and Middlesex R.C.S.S. Board

Mrs. Irene Dawson, London Public Library.

Mr. Fred Struckett, London P.U.C., Parks and Recreation.

Mr. Doug Dekker, Community School Leader, Trafalgar Community School.

Mr. Alistair McGhee, Community School Leader, Lorne Avenue Community School.

Mr. Ted Gauci, Lorne Avenue Community Council.

Mr. Ken Calle, Lorne Avenue Community Council.

Mr. John Nelson, Chairman, Hamilton Road Area Council.

Mr. Wayne Widdis, Sports and Recreation Branch Consultant, Western Ontario Region, Ministry of Community and Social Services.

Mrs. Gladys Shular, Hamilton Road Area Council.

Miss Paula Dreyer.

Miss Joanne Cox.

September 19, 1973
London

Visit to University of Western Ontario

Meeting with:

Dr. D. C. Williams, President.

Dr. K. J. Rossiter, Vice-President (Academic) and Provost.

Mr. A. K. Adlington, Vice-President (Administration and Finance).

Dean W. J. Dunn, Faculty of Dentistry.

Dean J. J. Wetlaufer, School of Business Administration.

Dean R. S. Mackay, Faculty of Law.

Miss Angela Armitt, Director of Summer School and Extension.

Dr. W. S. Turner, Assistant to Vice-President (Academic).

Dr. R. N. Shervill, Executive Assistant to the President.

Dr. P. D. Fleck, Chairman of Council for University Theatres and Art.

Prof. T. J. Casaubon, Assistant Dean, Althouse College of Education.

Mr. W. G. Nediger, Registrar.

Dr. R. E. Lee, Chief Librarian.

Mr. J. P. Metras, Member of Secondary School Liaison Office.

Mr. Jim Bishop, Co-ordinator of Open House'73.

Mr. R. M. Teo, Director of Physical Plant.

Mr. J. Struthers, University Reservations Officer.

Mr. Larry T. Moore, Director of Department of University Relations and Information.

Mr. Nigel Bellchamber, Director of Alumni Affairs.

September 19, 1973
London

Visit to Fanshawe College, 272 Dundas St.

Meeting with:

Mr. W. J. Pillsworth, Director of Community Services.

Mr. D. A. Grimes, Chairman of Community Liaison.

The Select Committee on the Utilization of Educational Facilities
Interim Report Number Two

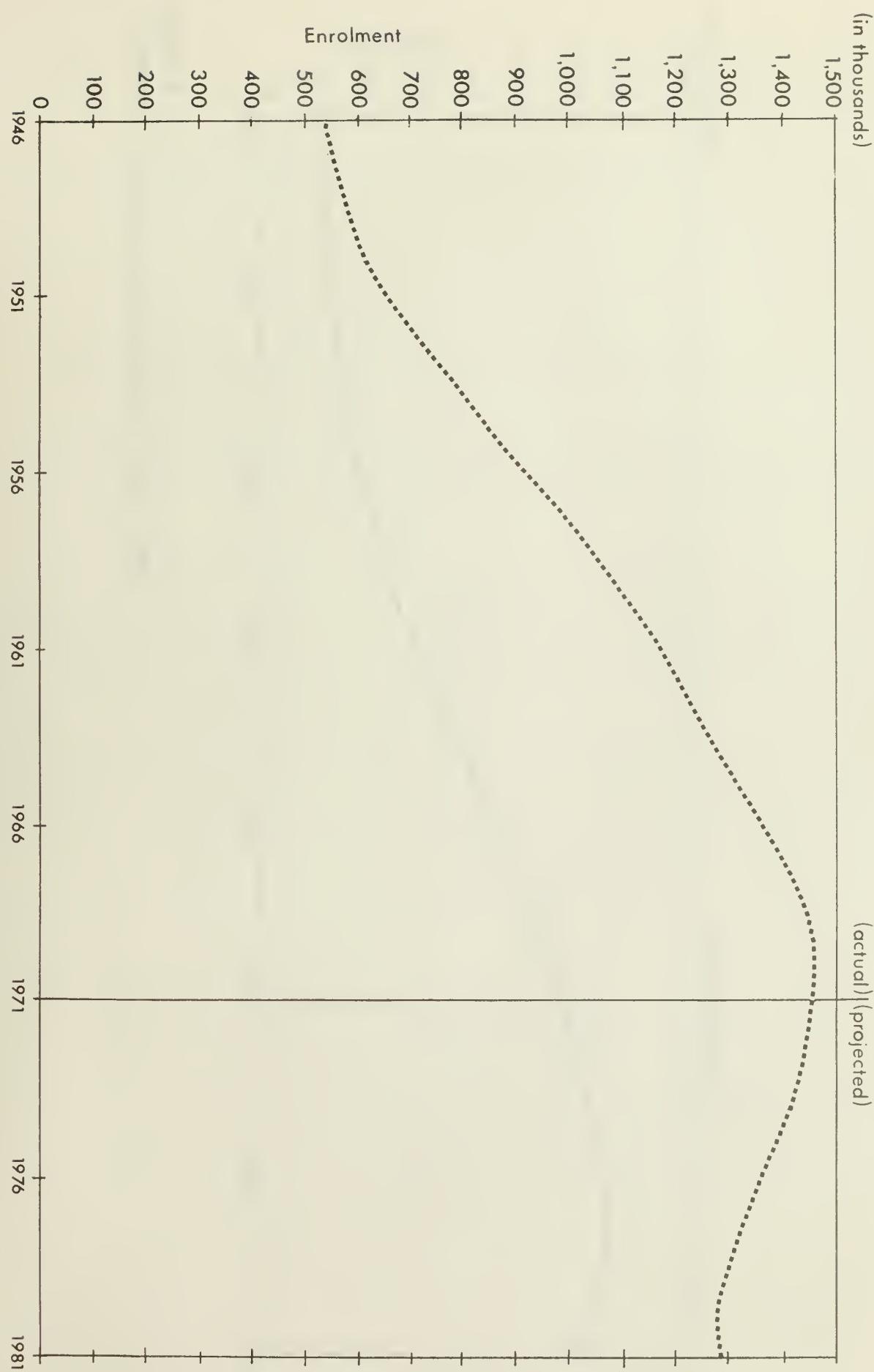
Appendix C

■ Enrolments in Schools in Ontario: Graphical Representation.

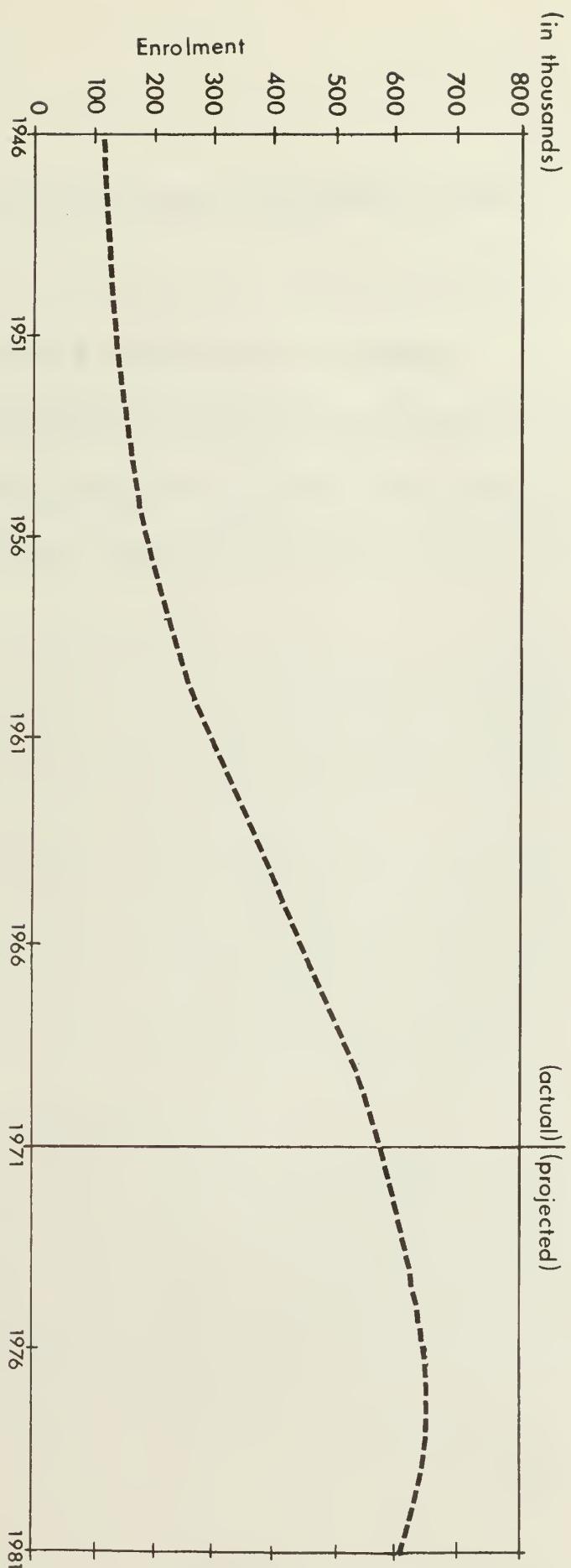
Graph I. — Enrolments in Elementary Schools in Ontario, 1946 – 1981.

Graph II. — Enrolments in Secondary Schools in Ontario, 1946 – 1981.

Note: Graphs are based on enrolment figures and projections presented in Interim Report Number Two (October 1972) of the Committee on the Costs of Education in the Elementary and Secondary Schools of Ontario.



Graph I.
Enrolments in Elementary Schools in Ontario. 1946 – 1981



Graph II.
Enrolments in Secondary Schools in Ontario. 1946 – 1981

The Select Committee on the Utilization of Educational Facilities
Interim Report Number Two

Appendix D

- Documents concerning a New School Plan for Ontario.
1. *The New School Year Policy*, Ministry of Education, Ontario, Memorandum 1972-73:23, February 7, 1973.
 2. *The Experimental School Year: Procedural Guidelines*. 1973-74. Ministry of Education, Ontario, February 1973.
 3. *The New School Year Policy – Some Elaboration*. Ministry of Education, Ontario, Memorandum.



Ministry of Education, Ontario

1972-73: 23

Mowat Block Queen's Park
Toronto
Ontario
M7A 1L2

15,500

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
SCHOOL PRINCIPALS

RE: 1. THE NEW SCHOOL YEAR POLICY

- (a) THE MODIFIED SCHOOL YEAR PLAN
- (b) THE EXPERIMENTAL SCHOOL YEAR PLAN
- (c) THE TRADITIONAL SCHOOL YEAR PLAN

2. THE REMAINDER OF THE SCHOOL YEAR (JANUARY TO JUNE, 1973)

1. THE NEW SCHOOL YEAR POLICY

Beginning with 1973-74, the policy with respect to the school year will be modified in order to allow school boards increased flexibility in establishing school year calendars for their respective jurisdictions, and to recognize the need for evaluation and preparatory time by teachers.

The new policy follows the basic themes advanced by the Task Force appointed by the Minister last June to study the question of school closing dates and the length and organization of the school year. A limited number of copies of the Task Force Report are available from the Regional Offices of the Ministry.

Three approaches to the determination of the school year 1973-1974 will be possible for school boards.

(a) THE MODIFIED SCHOOL YEAR PLAN

The opening date in September and the closing date in June for elementary and secondary schools will be the same in this plan as presently determined by legislation. The 1973-74 school year will consist of 197 school days. School year calendars to be prepared by school boards and submitted to the appropriate Regional Office of the Ministry by April 30, 1973 will clearly identify the following:

(over)

(i) A minimum of 185 instructional days for all students

An instructional day is defined as a day on which programs (including examinations) are provided by the school for all students. Days on which programs (including examinations) are available for only some of the students and the remaining students are excluded from any program may not be designated as instructional days.

(ii) School Holidays

Current legislation which determines school holidays will apply in this plan with the following exceptions:

The mid-winter break consisting of five consecutive school days may be located at any time during the January - June period of 1974;

Easter Monday and Remembrance Day may be observed as school holidays on the specific dates concerned. If Easter Monday is not observed as a school holiday, a holiday shall be observed at some other time during the school year. If November 11th is a weekday and Remembrance Day is not observed as a school holiday, a holiday shall be observed at some other time during the school year.

Schools will continue to hold meaningful and significant programs in observance of Remembrance Day.

(iii) Additional professional activity days

The school year calendar will indicate additional professional activity days to be designated at any time within the school year for purposes of evaluation, parent and student counselling, curriculum development, and staff development.

(b) THE EXPERIMENTAL SCHOOL YEAR PLAN

School boards may wish to design a school year calendar which moves beyond the outline of The Modified School Year Plan and these will be considered for the school year 1973-1974. Submissions must be in accordance with the procedural guideline which will be available shortly, upon request, from the appropriate Regional Office of the Ministry. A copy of "The Report of the Committee on the Year-Round Use of Schools" accompanies the procedural guideline and will be of aid to boards in the preparation of submissions.

(c) THE TRADITIONAL SCHOOL YEAR PLAN

For the 1973-74 school year, a school board may, if it wishes, continue to operate within a school year calendar similar to that now followed. Boards which so decide should advise the appropriate Regional Office of the Ministry of the decision by April 30, 1973.

2. THE REMAINDER OF THE SCHOOL YEAR (JANUARY TO JUNE, 1973)

Each school board will operate within a school year calendar similar to that now followed, except that, for 1973 only, elementary schools may use a maximum of five school days for professional activities such as parent and student counseling, curriculum development or staff development. The days may be used at any time during January - June, 1973, as approved by the board.

The multi-faceted approach to the determination of the school year policy being proposed at this time will enable all school jurisdictions to make school year planning decisions in keeping with local needs. Over the past few months, the issues concerned have been subjected to exhaustive analysis and discussion. The new policy provides the flexibility which will allow school year planning to evolve to a position which will satisfy the many variables inherent in this complex issue.



G. H. Waldrum

Assistant Deputy Minister

February 7, 1973

THE EXPERIMENTAL SCHOOL YEAR

PROCEDURAL GUIDELINE

1973 - 74



Ministry of Education, Ontario

February, 1973

INTRODUCTION

Implicit in the Ministry's deliberations on the school year was the desire to develop a policy that would more closely support the education needs of local jurisdictions. The Modified School Year Plan was the result of these deliberations and discussions with many sectors of the educational community.

As outlined in Memorandum 1972 - 73 : 23, school boards who wish to move beyond the Modified School Year Plan may submit proposals for an Experimental School Year Plan for consideration by the Ministry.

The Report of the Committee on the Year-Round Use of Schools is being made available since it contains some examples of extended school year plans and suggestions for the development, implementation, and evaluation of experimental calendars. It is not intended to be a statement of policy nor to be restrictive in the development of experimental school year plans.

Builders of experimental calendars should recognize that the best calendars will reflect the interests of all those affected and also that the degree of acceptance will be determined largely by the degree of involvement in the building process.

THE EXPERIMENTAL SCHOOL YEAR PLAN

Proposals under the Experimental School Year Plan should clearly indicate the following:

A. Rationale

- a) general purpose of the plan;
- b) expected advantages,
 - i) educational
 - ii) other - use of facilities
 - impact on curriculum
 - transportation
 - etc.

B. Description

- i) a calendar of the school year to indicate holidays, instructional days and other days as planned. A blank calendar form is attached for this purpose. Holidays and professional activity days are to be indicated according to the legend. It is assumed that the remaining dates on the calendar are instructional days as defined in regulations and in memorandum 1972 - 73 : 23;
- ii) a description of any other departure from accepted school year organization;
- iii) the school or schools involved;
- iv) the grades, division, panel or age level involved;
- v) the number of students involved;
- vi) resolution of the school board.

C. Preparation

A brief description of the strategies used in the development of the Experimental School Year proposal, e.g., discussions with teachers, administrators, students, parents and others in the community, and an indication of the degree of support and understanding within these groups.

APPROVAL BY THE MINISTRY

School boards and their employees are in a logical position to develop experimental calendars and to identify schools and situations where a particular school year organization seems appropriate. To provide in this guideline further direction than has already been given would be unnecessarily restrictive. On the other hand, recognition of the provincial responsibility for education requires that approval for school year organizations which move beyond the Modified School Year Plan must be sought and received from the Ministry prior to implementation. Proposals under the Experimental School Year Plan are to be submitted to the appropriate Regional Office of the Ministry, not later than April 30, 1973. These proposals are to be submitted in duplicate.



Ontario

The Experimental School Year Calendar

B(1)

School Board:

- | | |
|-------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> | Legislated school holidays |
| <input checked="" type="checkbox"/> | Board designated school holidays |
| <input type="checkbox"/> | Professional activity days |
| <input type="checkbox"/> | Hair day |



Ministry of Education, Ontario

Information and Education Policy

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1973-74 Budgetary Estimates

16th Floor

1973-74

M7A 1M5

Regional Office

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: THE NEW SCHOOL YEAR POLICY - SOME ELABORATION

During the Seminar on Program Development, April 16 - 18, 1973 one discussion session was devoted to the new school year policy as described in Memorandum 1972-73:23.

A number of questions were raised during the meeting. Other inquiries have been received, both in the central and regional offices of the Ministry. Some of the questions and the responses to them are set out, herewith, for your information.

1. Q. Is the new school year policy an attempt by the Ministry to inhibit examination procedures at the secondary school level?
 - A. No.
2. Q. How do boards, under The Modified School Year Plan, designate days on which examinations are held?
 - A. Days on which examinations are held within the 197 day school year, may be designated as either instructional days, or professional activity days. Three key points must be noted carefully.
 - i) Days on which programs, including examinations, are available for all students are instructional days.
 - ii) Days on which examinations are available for only some of the students and the remaining students are excluded from any other program, are not instructional days.



iii) A school board may have a policy of exempting some students from writing examinations. A policy of exempting some students does not exclude those students from writing that particular examination. The examination for those exempted students still stands as the program being offered for those students by the school. It must be repeated, however, that for all of the students who are not involved in writing examinations or who are not exempted from those examinations, a program must be provided by the school in order that the examination day be defined as an instructional day.

3. Q. May secondary schools operate on The Traditional School Year Plan and elementary schools on The Modified School Year Plan in our jurisdiction?

A. No. The school system, both elementary and secondary schools, must be on one defined plan.

4. Q. How many different calendars may a board submit?

A. The Modified School Year Plan does not limit the number of calendars that a board may develop and submit. It is possible, theoretically, to have as many calendars submitted to the Ministry for a board as there are schools within that board's jurisdiction. Every School must be designated as following one of the calendars submitted to the Ministry by the school board.

5. Q. How is a calendar to be determined?

A. Builders of the calendar(s) should recognize that the best calendar(s) will reflect the interest of all those affected and that the degree of acceptance will be determined largely by the degree of involvement in the decision making process.

6. Q. Can calendars which have been submitted and approved be altered?

A. Where approved calendars must be altered due to unforeseen circumstances, adjustments can be determined in consultation with the Regional Director of Education. It is understood, in the case of an emergency, that the contact with the Ministry will be after the fact.



7. Q. Is it permissible for one school or a family of schools within a local jurisdiction to follow an Experimental School Year Calendar, whereas the rest of the schools within that jurisdiction are following either The Modified School Year Plan or The Traditional School Year Plan?
 - A. Yes, providing that the school has received approval from the Regional Office of Education to follow an Experimental School Year Plan as a pilot project.
8. Q. If a school board follows The Traditional School Year Plan, will the schools within that board's jurisdiction have available five professional activity days for the school year 1973-1974 for the elementary school panel?
 - A. No. The five professional activity days set aside for elementary schools during the school year 1972-1973, apply in June 1973 only.
9. Q. May the April 30th deadline be extended?
 - A. This question should be discussed with the Regional Director of Education. The scheduling of board meetings may reasonably cause some delay.
10. Q. Does the 185 plus 12 formula which is basic to The Modified School Year Plan apply to The Traditional School Year Plan?
 - A. No.

Any further inquiries should be directed to your Regional Office of Education for clarification.

H.K. Fisher,
Director,
Supervisory Services Branch.

c.c. Regional Directors of Education

